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ABSTRACT

This report describes the early childhood education programs of the Des Moines Independent Community School District and evaluates their strengths and weakness. A description of each of the district's 15 programs and services for children from birth to 8 years of age is given, along with vignettes demonstrating how the programs affect the lives of Des Moines children and their families. Major strengths of the early childhood programs are listed, including: (1) cooperation and collaboration among programs, staff, and administrators; (2) increasing numbers of staff with early childhood endorsements and certifications; (3) collaborative agreements with other community agencies and organizations; (4) increased parent involvement; and (5) excellent Head Start programs. Noted areas in need of improvement include a lack of sufficient dedicated classroom space, a lack of manipulative materials for kindergarten through second-graders, and additional staff time for professional development and planning. Five appendixes provide a diagram of program collaboration; a program organizational chart; a list of program locations and kindergarten sessions; a list of relevant early childhood policies, standards, and regulations; and a table of the ethnicity of children attending district programs. (MDM)

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94-059

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT

EARLY CHILDHOOD EDUCATION

March 1, 1994

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Program Evaluation
1992-1993

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EARLY CHILDHOOD EDUCATION
EVALUATION ABSTRACT

Context Evaluation
The early childhood education programs in the Des Moines Independent Community School District provide children from birth through age eight with early educational experiences that are developmentally appropriate to the different needs and backgrounds of each child. Many different early childhood programs are available to young children and families in the Des Moines Independent Community School District. Program Services include The Parent-Child Center, Special Education Infant/Toddler Program, Parents As Teachers, Des Moines Preschool Program, Montessori Preschool, Special Education Preschool, Cowles Children Center, Child Care at Alternative High Schools (Teddy Bear Town Child Care and Gingerbread Express Child Care), Center Street Center, Head Start, Early Learning Centers, Kindergarten, First Grade, Second Grade, Downtown School and Metro Kids Before and After School Child Care Program.

Input Evaluation
Early childhood education programs employ 316 staff members (full and part time) and operate with funds from federal, state, local and fee-based sources. Total revenue and expenditures for early childhood education programs is $5,091,506. Although kindergarten through second grade is included in the early education continuum, staff count and budget information are reflected in other curriculum evaluation reports and are not in this document.

Process Evaluation
Four main instructional philosophies have been adopted: 1) developmental appropriateness, 2) integrated and comprehensive services, 3) parent involvement and family-focused services, and 4) early intervention.

Professional training and continuing education are important components of early childhood education. Staff members are provided on-going opportunities to participate in staff development and in-service on educational techniques, current research in the field, and new instructional methods.

Instruction, management, accountability and communication have become more efficient and effective through the application of technology in the past years.

Product Evaluation
Early childhood programs provide a strong educational foundation. Activities address the intellectual, social, emotional, and physical needs of children and their families and assist them in developing positive attitudes toward future learning and school involvement.

Many accomplishments and improvements have been made over the last three years as a result of the Board of Education's adoption of the Framework for Early Childhood Education in January, 1992, as a guideline for implementing developmentally appropriate practices. Programs have been expanded in response to community demand and new programs have been developed to meet needs of children and families.

Future Planning

Plans for the future must recognize the importance of high quality early childhood programs in the total development of the child and later success in school. The future plans for Early Childhood Education include the following:

1. Instructional practices and developmentally appropriate equipment and materials will be enhanced in kindergarten, first and second grade classrooms.
2. Professional development activities will be expanded and enhanced.
3. Programs will be further integrated to reflect the cultural and socio-economic diversity in our district.
4. The utilization of technology in early childhood programs will be expanded.
5. Space for preschools and child care must be given priority in district buildings.
6. Developmental continuity will be ensured across early childhood programs and grades.
7. Collaboration with other community agencies and organizations will be increased to meet the critical needs of families.
8. All four-year-olds will be provided an opportunity to participate in high quality, developmentally appropriate pre-kindergarten programs.

A copy of this report is available upon request from the Department of Information Management, Des Moines Independent Community School District, 1800 Grand Avenue, Des Moines, Iowa 50309-3399, or you may telephone: 515-242-7839.

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March 1, 1994

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DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT

District Mission Statement

"The Des Moines Independent Community School District will provide a quality educational program to a diverse community of students where all are expected to learn."

Early Childhood Philosophy

Early childhood is the time from birth through age eight when children begin to explore, ask questions, and create. A child must learn to live with himself/herself and others and to approach the world with curiosity and a desire for life-long learning. We believe the family is the most important influence and has the greatest impact on a child's life.

Early childhood programs are based on the premise that children learn best through:

- An experiential, integrated approach to education that allows children to explore, discover, interact, and solve problems.
- A safe, nurturing environment that promotes physical, social, emotional, and intellectual development while meeting individual needs.
- A multicultural, non-sexist, developmentally appropriate curriculum.
- Cooperative relationships among home, school, and community.

Early childhood programs have the responsibility to help all children develop to their maximum potential.

CONTEXT EVALUATION

The early childhood education programs in the Des Moines Independent Community School District provide children from birth through age eight with early educational experiences that are developmentally appropriate to the different needs and backgrounds of each child. In January 1992, the district adopted the *Framework for Early Childhood Education*. The *Framework*, developed by the district's Early Childhood Steering Committee, is based on the National Association of Elementary School Principals *Standards of Quality in Early Childhood Education* and the National Association for the Education of Young Children *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age Eight*. The *Framework* recognizes the interactive nature of a child's intellectual, social, physical, and emotional development and stresses the importance of parent, school, and community involvement. It is used as a guide for planning early childhood programs. The following early childhood education programs work together to serve as an important foundation for learning and development *(See Appendix 1)*.

- Des Moines Preschool Program
- Early Childhood Special Education Program
- Head Start
- Parent-Child Center
- Early Learning Centers
- Kindergarten through Second Grade
- Child care for infants through elementary school age

Through these varied educational experiences, children develop a positive attitude toward learning, gain important social skills and develop a strong foundation for future educational achievements. Early childhood programs are committed to serving the diverse needs for early educational experiences in the Des Moines community.

Parent involvement is a critical element in early childhood education programs. A variety of educational services and opportunities are provided for parents. Family-oriented education and assistance is the most effective and caring way to provide children with supportive and stable learning environments.

History of Early Childhood Programs

The Des Moines Independent Community School District has supported early childhood programs for over 100 years. The following timeline demonstrates the origins of early childhood programs and their current status.

Table 1—Highlights of Early Childhood Education Historical Perspectives

Then...	Now...
In 1846 the first two grade schools were established, three years before the organization of the first Des Moines School District.	In the Des Moines Independent Community School District 45 elementary sites serve young children.
In 1884, the second kindergarten program in the nation was implemented in Des Moines. By 1897, all 11 school buildings had a half-day program for five-year-olds.	Kindergarten programs are in all elementary schools: 101 half-day sessions and 23 full-day sessions.
Head Start was established for three- and four-year-olds in 1965 with federal money. The Des Moines program began as a summer experimental project, serving low-income families within designated areas.	During 1992-93, 416 children, ages three to five, participated in Head Start. In 1991, the Parent-Child Center was implemented to offer a comprehensive educational, health, and social services program to parents and their children, from birth to age three.
Early Childhood Special Education was implemented in 1973. In 1976, services in Des Moines were expanded to include children with disabilities from birth to age six.	During 1992-93, 236 children were enrolled in the Early Childhood Special Education program. Approximately 50% of these children participated in an integrated program.
The Des Moines Preschool Program, a fee-based service, was initiated at two sites in 1975 at the request of parents.	During 1992-93, 782 children were served at 15 centers in the Des Moines Preschool Program. During 1993-94, two additional sites were opened and a Montessori program was initiated to provide an option for families.
The Metro Kids Before and After School Child Care Program was implemented in 1979-80 in response to the needs of families. In 1988 services were expanded to provide school-age child care on non-school days except for legal holidays.	During 1992-93, 2,715 children participated in the Metro Kids Program before and after school. Full-day care was available in three regional sites. Care before/after kindergarten was offered at two schools and increased to six sites in 1993-94.
Cowles Children Center was opened in 1987 to serve children three to five years old in a full-day preschool/child care program. Services were expanded in 1989 to serve children from six weeks to six years old.	In 1992-93 the center served 126 children, the maximum number of children allowed by licensing. Center Street Center opened in 1991 for full-day preschool/child care and was licensed for 22 children 3-5 years of age.

General Early Childhood Terms

Active Learning Through Play is based on the premise that play is the primary way learning occurs for young children. This approach supports the natural process of inquiry as children discover concepts and relationships and practice new skills.

Authentic Assessment is based upon authentic evidence of what a child can accomplish, as gathered through observation, conferences, and samples of work. Authentic assessment is utilized by district early childhood education programs in lieu of standardized testing.

A **Delegate Agency** is a public or private non-profit organization or agency to which a grantee has delegated authority to operate all or part of the Head Start program. The Des Moines school district is a delegate agency of Drake University Head Start.

Developmentally Appropriate practices are planned to be appropriate for the age span of young children and for the individual developmental level of each child. The National Association for the Education of Young Children (NAEYC) and the Iowa Department of Education recommend practices that are developmentally appropriate.

Family Needs Assessment is a tool utilized by Head Start to determine a family's needs, goals, and assistance and to monitor the family's continuing progress and attainment of goals.

A **Grantee Agency** is a public or private agency that receives funds directly from the federal government to conduct a particular program. The grantee agency may conduct the program itself or may give some of the money to a delegate agency to run part of the program. Drake University serves as the grantee agency for Head Start.

The **Individualized Family Service Plan (IFSP)** is an inter-agency planning tool. It is used to assess the needs of young children with disabilities and their families across agencies and to monitor their progress toward identified outcomes. Early childhood special education is mandated by federal law to use this process in its Infant/Toddler Program.

The **Integration of Learning Experiences** is a curriculum design without subject area boundaries that reflects the integrated nature of development and learning.

Non-graded/Multi-age Education is the practice of teaching children of different ages and ability levels together in the same classroom, without dividing them or the curriculum into steps labeled by "grade" designations.

The **Primary Program** is a set of guiding principles, recommended by the Iowa Department of Education, to assist teachers and parents in creating an optimum learning environment for all young children. The program is a cooperative effort between the Iowa and Nebraska Departments of Education, Head Start, Iowa Area Education Agencies, and the Ministry of Education in British Columbia.

Early Childhood Programs and Services

Programs for Children from Birth to Age Three

Parent-Child Center

Jasmine Williams is the 6-month-old daughter of 17-year-old Alicia Williams. During Alicia's pregnancy, she was referred to the Parent-Child Center, which provided her with pre-natal care and helped her prepare for her daughter's arrival. The Center has also provided Alicia with a support system and job training while Jasmine is gaining early educational experiences and necessary medical services. [1]

The Parent-Child Center (PCC) is one of Drake University's Head Start program elements. The PCC is a comprehensive educational program for pregnant women and families with children from birth to age three who have low-incomes. There are three main components to the Parent-Child Center: home-based visits, parent meetings, and parent-child interactive sessions. During regular home visits, Family Service Specialists educate and counsel participants about health issues and services, pre-natal care, social and community services, nutrition, and parenting skills. In the open, caring environment of parent meetings, participants also form a support network as they discuss concerns and problems. Parent-child interaction sessions provide activities that can be duplicated in the home and that promote parent-child bonding. The Parent-Child Center is committed to providing the necessary training and support system for parents and their infants and toddlers.

Special Education Infant/Toddler Program

Joe and Carla Mendez are the parents of 1-year-old Maria, who has been diagnosed as a child with special needs. Maria's problems are neurologically based. The district's Infant/Toddler Program has provided the Mendez family with assistance and education to address their daughter's special needs. Home-based services are provided by the ECSE teacher, the speech-language pathologist and the physical therapist. Through the parent mentoring project , the teacher also paired the family with the parents of another child with similar problems. This has provided Joe and Carla with additional support from someone who has experienced the same concerns they have for their child.

The district provides a family-centered educational program, including home visits and play groups, for children with disabilities, from birth to age three. After a thorough assessment process, if parents and staff members agree that special education services are necessary, they work together to develop goals and program options for the child's educational plan. Through regular visits to a child's home or care center, teachers and parents discuss developmental activities that can be incorporated into a child's daily routine. The teachers, along with other support staff, assist the family in identifying resources, problem solving, and developing new ideas in regard to the particular needs

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[1] Vignettes for all early childhood programs and services represent actual cases.

of the child and the family. Opportunities available include parent/child play groups, parent-to-parent discussion groups, parent education workshops, support group for fathers, parent mentoring program, and the toy lending library.

Parents as Teachers

Monica and Michelle Hennessey are the twin daughters of single parent, Kara Hennessey. Staff members of the Parents as Teachers program have provided Kara with important training and education about the developmental needs of her daughters. Kara is very appreciative of the home visits and one-on-one meetings with staff members. She is applying what she is learning in the program to daily life with her daughters. Her family doctor has been impressed with the nutritional and health improvements of Monica and Michelle since Kara has been participating in the program.

Parents as Teachers is a state funded educational support program for the parents of at-risk infants and toddlers. Monthly home visits and on-site group meetings at Lucas, McKinley, and Moulton enable the parents and parent educators to work as partners. With assistance from the toy lending library, the parent educator models activities that the parents can emulate. The program recognizes the parent as the most important teacher of children and the family as the focal point in fostering a child's growth and development.

Teddy Bear Town, North Alternative High School
Gingerbread Express, South Alternative High School

Betty is 14 years old and uses the nursery services for her baby as she continues in high school. She wants an education and a high school diploma very much even though no one in her family has graduated from high school.

The centers are licensed to provide quality care for the infants and toddlers of the adolescent parents who are enrolled in school and striving to complete their high school education. The program provides the necessary support to help students reach their educational goals as well as enhancing their parenting skills and strengthening their families.

Programs for Children from Age Three to Five

Des Moines Preschool Program

Seth Landers is a 4-year-old who loves dogs, his Big-Wheel®, and his Lego® blocks. His parents enrolled him in the Des Moines Preschool Program because of the certified staff and developmentally appropriate techniques. In the program Seth is developing his understandings of concepts by working with blocks; developing his cooperative skills through dramatic play; learning from observation, invention, and discovery in the science center; and experiencing books and literature during story-telling.

Des Moines Preschool Programs provide educational experiences to young children, ages three to five, during a two hour session, two to three days per week. Services are fee-based and are located in thirteen elementary schools and four community buildings throughout the city of Des Moines. During the fall semester of 1993-94 there were 803 children enrolled, including 58 children who do not live in the Des Moines District. Staff at each site includes a certified teacher with experience in teaching young children. The preschool curriculum is developmentally appropriate and based on hands-on activities. Children have opportunities to interact with other children and materials, participate in group experiences, make choices regarding activities, and develop in areas of social-emotional, intellectual, and physical growth.

Montessori Preschool

Taylor McClure is a bright and energetic three-year-old who loves to help her mother with the cooking and watch cartoons. Her father is a psychotherapist and her mother is a part-time nurse. Her parents have been investigating various preschool options for Taylor and have decided to enroll her in the Des Moines Montessori Preschool Program. They are attracted to the program because of its innovative approach that emphasizes independence and self-reliance.

In 1993 a Montessori Preschool began at Hillis Elementary School. The program is based on the teaching philosophy of Maria Montessori, an Italian physician-turned-educator. She advocated early education as a crucial time for learning and in 1907 opened her first school in Rome.

Montessori stated that children have natural tendencies toward learning, that stages of learning exist for which there should be corresponding educational environments and trained teachers who "prepare the environment." The child learns independently using the components of the environment; the teacher coaches and observes the child who chooses his/her activities. The teacher is the link between the child and the environment.

The learning environment cultivates individualization, freedom of choice, concentration, independence, problem-solving abilities, social interaction, interdisciplinary breadth, and competency in basic English.

She believed that children should be free to work at their own pace and at projects of their own choosing. She also believed that the whole child needed to be considered when providing experiences for children.

The Des Moines Montessori Preschool is taught by a certified Montessori teacher. The program serves three- to five-year-olds and meets in two and one-half hour sessions, three to five days a week.

Special Education Preschool Program

Alex Zivkovich is a 5-year-old child experiencing behavior problems. Alex's mother called the

Early Childhood Special Education office after her daycare facility told her they would have to drop Alex if his behavior did not improve. After careful evaluation, it was determined that Alex qualified to receive services in one of the program's center-based classes. A behavior plan was implemented that is utilized in both centers and Alex is showing improvement in behavior.

The district offers a half-day classroom experience for three- to six-year-olds with disabilities. A teacher and associate direct individual and group activities that relate to the child's special education plans and promote each child's development. A typical daily schedule could include such activities as art, music, physical education, center-based curriculum, and large and small group activities. Many children also participate in an integrated program on a regular basis. The district is committed to providing a variety of integrated options for children with disabilities. These include co-location, integration, and reverse mainstreaming programs. All professionals hold a current license or certification in their area of specialty. The staff includes consultants, early childhood special educators, speech/language pathologists, occupational and physical therapists, psychologists, social workers, and nurses. Parents meet with early childhood special education staff at least twice a year to discuss the child's progress. The program offers 30 class sections at 6 sites and the school district provides free transportation.

Cowles Children's Center and Center Street Center

Gabrielle Kaufmann is the 3-year-old daughter of Joel and Melissa Kaufmann. Gaby loves to explore and listen to her parents read to her. Her mother is a 5th grade teacher and her father is a computer technician. Gaby's parents are impressed by the program's certified staff, developmentally appropriate activities, and full-day, preschool/child care services.

Cowles Children's Center and Center Street Center at Smouse School are full-day, fee-based child care and preschool programs. Both centers are based on the belief that young children learn best from their own experiences and activities, which include exploring real objects, talking with people, and solving real problems. Daily activities encourage the development of personal-social, motor, aesthetic, emotional, and cognitive skills. Cowles and Center Street staff work with children to develop a healthy self-concept, to solve problems through divergent thinking, to respect others, to refine their skills, and to increase the motivation and disposition to learn. In a caring and secure environment children are encouraged to explore and express themselves within designated guidelines.

The daily schedules and routines at both centers incorporate a wide variety of developmentally appropriate activities. Each classroom is staffed by a full-time teacher with an early childhood certification and the appropriate number of part-time staff. There are six classrooms at Cowles Children's Center and one classroom at Center Street Center. Both centers participate in special education integration. The Cowles program is open to any child from six weeks to six years-old and the Center Street program is open to three-, four-, and five-year-olds. Priority is given to employees of the Des Moines Independent Community School District, who compose 90% of the participating families.

Head Start

Marcus Applegate is a 4-year-old boy who is energetic, eager to learn, and likes Ninja Turtles. He is the second oldest of three children. Marcus' mother, Lana Applegate, is 23 years old. She is unemployed and the family receives benefits through AFDC. In the Head Start program, Marcus has found a safe place to play and learn in a supportive, language-rich setting. He is gaining educational experiences and is building a foundation for good nutritional and dental habits. His mother attends classes at Parent University. In these classes she has learned positive ways to discipline her children and has received support for her family's health and nutritional needs. She is also learning computer skills which will help her get a job.

As a delegate agency, the Des Moines school district, implements Head Start programs in eleven elementary school sites, as well as a center at South Alternative High School. There are six components of the Head Start, program: education, nutrition, social services, parent involvement, physical, mental, and dental health, and serving children with disabilities. Children in the program participate in a variety of educational activities, receive support in obtaining good medical and dental care, have healthy meals and snacks, and enjoy playing in a safe and supportive environment. All Head Start activities are developmentally appropriate and classes are taught by certified teachers. The half-day program meets four days a week at eleven Des Moines schools and five full days per week at South Alternative High School. Teachers and associates have access to the Head Start Curriculum Library for classroom materials and new instructional ideas and methods.

Head Start is also committed to working with families. Family Involvement Specialists work with families to promote high levels of involvement in their children's education, while Family Resource Specialists facilitate families' access to needed social and educational services. Head Start works with existing social service and education agencies throughout the Des Moines community to assure that families get optimum services. Furthermore, because all agencies face fiscal limitations, the family staff members also work to assure that services are not duplicated. Additionally, through the program's Parent University, parents can participate in training classes on many subjects, such as job training, computers, child rearing, English, reading skills, and health and nutrition. Parent University also offers assistance to parents who are interested in obtaining a high school General Equivalency Diploma (GED) or other adult education opportunities. Parents are encouraged to participate in the program as volunteers and have a crucial voice in the administration of Head Start. By law, over 50% of the membership of the Policy Council (PC) must be current Head Start Parents. The Policy Council must approve all major administrative decisions for the agency.

Early Learning Centers

Steve Baumgartner is 3-years old. His family participated in the Parents as Teachers program and have enrolled him in an Early Learning Center. Steve is learning colors and loves to listen as his family and friends read him books.

Pre-kindergarten programs at Lucas, McKinley, and Moulton are part of the district's services at the at-risk grant schools. The programs collaborate with the grant schools' Head Start programs to provide comprehensive child development services in a licensed center. A concrete, play-oriented curriculum, which is multicultural and nonsexist, is utilized in the classrooms. Home visits, monthly parent meetings, and parent education opportunities build upon the partnerships formed in the Parents as Teachers program and provide family support.

Programs for Children from Five to Eight Years of Age

Kindergarten through Second Grade

Joshua Cloud is a first grader whose family has recently moved to Des Moines from Santa Fe. Joshua's mother, Rachel Cloud, is impressed with her son's progress in a developmentally appropriate environment. In response to Joshua's enthusiasm, Rachel volunteers in her son's classroom on a regular basis.

The primary grades provide an important foundation for later development and school success. In response to current early childhood education research and theory, the district has adopted the philosophy of developmentally appropriateness. This approach is based on integrated and experiential learning. Activities are organized to allow for individual differences, interests, and various ability levels of children. There are numerous opportunities for children to make choices, to manipulate and explore their environment, and to interact with adults and other children. Arrangement of the learning environment and instructional materials and equipment are utilized to encourage and support a young child's curiosity, creativity, and exploration through hands-on experiences.

Downtown School

Courtney O'Neil is a kindergartner who loves books and drawing. She attends the Downtown School because her parents support the multi-age, small classes with personalized learning plans for each child. Her father works downtown and he looks forward to taking Courtney out to lunch and visiting the school during class times.

In 1993 a Downtown School was founded in cooperation with the business community to serve approximately 45 five, six, and seven year old students that reflect the ethnic, cultural, and social-economic diversity of the Des Moines Public Schools. The school is able to capitalize on the resources of the downtown environment and reflects current educational research. The curriculum follows the *Framework for Early Childhood Education*

and emphasizes parental involvement, small class sizes, developmentally appropriate teaching practices, a multi-age learning environment, and increased instructional time.

Innovative K-3 Program

Felicia Valdez is a first grader whose father, Edward, is a widowed factory worker. Felicia loves to play with her friends and pretend that they are fashion models or teachers. Edward is happy that Felicia is attending a special at-risk program. He is impressed with Felicia's newly acquired enthusiasm for learning.

The Innovative K-3 Program is the third component of the district's services at the at-risk grant schools. The programming consists of integration of special programs, lower pupil-teacher ratio, flexible groupings, elimination of letter grades, use of learning centers, full-day kindergarten, and developmentally appropriate curriculum.

Metro Kids Before and After School Child Care Program

Akihiro Yamagata is a second grader who enjoys tee-ball, math, and reading. Both of his parents work full-time and Akihiro attends the child care program before and after school. They are pleased with the program's accessibility, caring staff, and affordable fees.

The Metro Kids Care Program serves families who need child care services for school-age children. The program is open to children in kindergarten through fifth grade and provides on-site child care programming before and after school and full days at regional sites on non-school days excluding legal holidays. Metro Kids Care is available to all elementary children and is provided in 40 district elementary schools. Children enrolled in the program usually attend classes at the same school or attendance center that provides the child care. The child care services are fee-based and self-supporting. Parents have expressed that the Metro Kids program provides them with affordable, safe, and dependable quality child care for their children.

A wide variety of activities are offered for the children in the program. Children are free to choose activities and to develop and explore their own interests. Activities include playing board games, completing homework, reading, drawing, painting, creating crafts or clay sculpture, and active indoor and outdoor games. Arts awareness is provided to the children through a program coordinated by the Metro Arts Alliance and the Junior League of Greater Des Moines.

Organizational Structure

Two departments operate the district's early childhood programs. Early Childhood Special Education is under the umbrella of the Department of Student Services. The Des Moines Preschool Program, Head Start, the child care services and the primary grades are under the direction of the Department of Elementary and Early Childhood Education. Drake University Head Start serves as the grantee agency for the Des Moines Public Schools' Head Start program (*See Appendix* 2).

INPUT EVALUATION

Revenue

Early Childhood Education operates with support from federal, state, and local sources, as well as from the financial support of fee-based programs.

Kindergarten, first, and second grades are supported by general district funds.

The sources of revenue for Head Start, Early Childhood Special Education, and child care/preschool (fee-based) are identified below.

Table 2—Sources of Revenue for 1993-94

Source	Local	State	Fed.	Amount (*in dollars*)
State Weighted Special Education		X		1,468,126
Federal Part B—Early Childhood Special Education			X	871,901
Federal 619—Early Childhood Special Education			X	185,967
Federal Part H—Early Childhood Special Education			X	26,125
Chapter 1 Handicapped—Early Childhood Spec. Ed.			X	47,509
Child Care/Preschool (fee-based)	X			1,997,227
Des Moines Head Start (through Drake)		X	X	494,651
TOTAL				5,091,506

Des Moines Fee-Based Program

Cowles Children's Center, Center Street Center, Metro Kids Child Care, and the Des Moines Preschool Programs operate on the funds generated from family fees. Child care fees are subsidized for eligible families by State Block Grant Funds, State of Iowa Promise Jobs Program, the Central Iowa Education and Training Consortium, Child Care Resource Center of Central Iowa, and the Transitional Child Care Program.

Human Resources and Other Estimated Expenditures

The following human resources and expenditures apply to the district's special education, preschool, and child care programs. For Head Start these figures include Des Moines staff members. Drake University Head Start employs additional personnel, including the director, coordinators, and family support staff.

Table 3—Estimated Expenditures for Human Resources for 1993-94

Position	ECSE		Fee–Based		Head Start	
	# of Staff	Cost	# of Staff	Cost	# of Staff	Cost
Administrative Positions	1	0[a]	3	196,222	6	0[b]
Teachers	23	926,335	0	0	12	265,841
Teacher Associates	18	231,045	0	0	12	133,851
Preschool & Child Care Staff	0	0	198	1,319,597	0	0
Professional Support Staff	17	742,344	0	0	4	38,751[c]
Assistants & Specialists	0	0	2	53,323	13	35,904[d]
Secretarial/Clerical	2	41,669	5	88,410	0	0
TOTAL HUMAN RESOURCES	61	1,941,393	208	1,657,552	47	474,347

a $25,468 paid by AEA 11 funds
b No cost to the district
c $79,065 paid directly by grantee
d $195,624 paid directly by grantee

Table 4—Other Estimated Expenditures for 1993-94

Expenses	ECSE Amount	Fee–Based Amount	Head Start Amount
Equipment	$ 10,907	$ 45,000	$ 0[a]
Food	5,000	134,000	904
Purchased Services	16,528	25,175	2,060
Supplies	11,440	93,500	9,731
Travel	11,326	17,000	1,500
Transportation	355,000	0	0
Indirect Cost	248,034	0	0
Other	0	25,000[b]	6,109
TOTAL	$658,235	$339,675	$20,304

a Head Start classroom equipment is the property of Drake University Head Start.
b Data processing and space rental.

In-service/Staff Development Costs

The cost of in-service and staff development opportunities are not specified in detail. These opportunities are an integral part of each program and are provided by the supervisors and coordinators as stated in their responsibility statements. Head Start staff development offerings are provided by Drake University Head Start funds and managed by the Training Coordinator. Des Moines Head Start staff members participate in these opportunities at no cost to the district.

Community Resources

Early Childhood Education collaborates with a variety of state and local agencies and organizations in order to enhance its services. The agencies listed below work with the programs on a regular basis in order to benefit the children and families they serve.

- AETNA Foundation
- Area Comprehensive Evaluation Services
- Association for Prevention of Blindness
- Broadlawns Hospital
- Central Iowa Employment and Training Consortium
- Child Abuse and Neglect Prevention Council
- Child and Adolescent Guidance Center
- Child and Adult Food Program, Dept. of Agriculture
- Child Care Resource Center
- Children's Garden Center
- Clark Street House of Mercy
- Deaf Services of Iowa
- Des Moines Area Community College
- Des Moines Speech and Hearing Center
- Drake University
- Family Violence Center
- Heartland Area Education Agency 11
- Iowa Arts and Recreation Council
- Iowa Children and Family Services
- Iowa Department of Human Services
- Iowa State University
- Job Service of Iowa
- Lutheran Social Services
- Meredith Corporation
- Neo-Natal Intensive Care Unit of Mercy Hospital
- Pioneer Hi-Bred International, Inc.
- Polk County Department of Social Services
- Polk County Public Health Department
- U. S. West
- United Way of Central Iowa
- Supplemental Food Program for Women, Infants, & Children
- Young Women's Resource Center
- YWCA

Many community businesses and agencies financially support early childhood education projects. The specific amount of contribution varies each year, depending upon program size and community need.

Table 5—Projects Funded by Outside Agencies

PROJECT	OUTSIDE AGENCY
Metro Kids Arts Awareness	Metro Arts Alliance and the Junior League of Greater Des Moines
Downtown School	Business/Education Alliance
Special Education Toy Lending Library	Variety Club
Integrated Experiences for Special Education Children	Public and private Early Childhood Centers

Financial Assistance with Child Care fees	Iowa Block Grant, Promise Jobs Program, Polk County Child Care Resource Center, Transitional Child Care Program, Central Iowa Employment/Training Consortium, Des Moines Area Religious Council, United Way of Central Iowa for Flood Victims
Head Start Curriculum Library	U. S. West
Full Kitchen at Samuelson Early Childhood Center	U. S. West
Head Start Child Care Room	AETNA Foundation
Renovation of Head Start work space at Samuelson	Meredith Corporation
Printing Costs for Head Start "Little Books"	Pioneer Hi-Bred International, Inc.

Materials and Equipment

Developmentally appropriate practices require a large variety of materials. Classrooms are furnished with equipment such as child-sized tables and chairs, shelving, storage space, small toys, construction toys, puzzles, blocks, arts and crafts materials, dramatic play center furniture and accessories, record and tape players, books, easels, sand/water table, math manipulatives, writing materials, and language games of picture lotto, story sequence cards, and letter puzzles. Rooms for infants and toddlers include high-chairs, cribs, changing tables, swings and play toys. Adaptive equipment is used to accommodate children with physical disabilities and/or motor deficits. Special vests or child safety restraints are utilized on buses. Estimated costs of equipping an early childhood classroom range between $12,000 and $15,000.

Program Locations

Currently early childhood programs are offered in 45 district facilities. Only one building (Samuelson) provides the full array of early childhood programs. A complete listing of programs by facilities is listed in Appendix 3-a and 3-b.

Programs for young children have unique physical space requirements. These include child-size toilet facilities adjacent to classrooms, adequate indoor and outdoor space for active and quiet activities, and dedicated space that is handicapped accessible. Currenly most schools in which there are early childhood programs do not provide space that adequately meets these requirements. It is expected that *Vision 2005* will address the urgency of these needs.

PROCESS EVALUATION

Responsibility Statements

Responsibility statements of supervisory staff in early childhood education are provided below.

Supervisor, Early Childhood Programs

Plans preschool and child care programming, manages fiscal resources, supervises and evaluates staff, and promotes positive community relations. Professional growth activities for early childhood staff are planned, developed and implemented to promote developmentally appropriate practices. The Early Childhood Supervisor tasks include providing support to early childhood teachers, the Cowles Children's Center, the Des Moines Preschool Program, the Metro Kids Care child care services, and the Cowles Elementary Programs. This position reports to the Executive Director of Elementary/Early Childhood Programs.

Supervisor, Speech and Early Childhood Special Education

Supervises and evaluates personnel in speech/language pathology and early childhood special education and manages fiscal resources for both programs. Works with staff to recommend instructional methods, materials, and curriculum adjustments for use with students and provides in-service and workshops for teachers, students, parents, and other professional staff. Interviews applicants, makes staff assignments, and provides leadership in raising and maintaining professional practices and procedures. Develops and maintains liaison with community agencies that provide early childhood services. Assists in providing support and consultation to Integrated ECSE classrooms and all Head Start programs that include children from the ECSE program. This position reports to the Director of Student Services.

Director, Head Start

Administers the Head Start Project in six Central Iowa counties in accordance with Head Start Program Performance Standards, district policies, and Iowa Department of Human Services guidelines. Prepares and submits yearly proposals to secure federal and state dollars for program continuance as well as annual community needs assessments. Establishes an extensive work plan for each of the six components of the Head Start program and specifies and mandates staff responsibilities. Assists building administrators in supervising and evaluating staff. Provides fiscal management of the program. This position reports directly to the Dean of the School of Education, Drake University.

District Improvement Plan

The following goals in the 1993-1994 District Improvement Plan are related to Early Childhood Education and the National Educational Goal #1, "By the year 2000, all children in America will start school ready to learn."

The District Focus is on Teaching and Learning Processes and Outcomes.

Expand programs for children to be ready to learn when they start school. (Brubaker) (National Goal #1)

1. Explore ways to implement and expand the Way to Grow program for preparing children to be ready to learn when they start school. (Sallade, Laurence)
2. Increase availability of preschools and child care centers between 1992-93 and 1995-96 as measured by a 10 percent increase in the number of programs providing these services. (Laurence)
3. Study the feasibility of all-day kindergarten at each elementary site. (Laurence)
4. Collaborate with community agencies to implement and expand programs for children to be ready to learn when they start school. (Laurence, Sallade, Brubaker)

Development and action on the District Improvement Plan is in progress. In September 1993 the Way to Grow Program began at Findley, Lucas, McKinley and Moulton; new preschool centers were opened at Howe Elementary School and Rice Elementary School, and a Montessori preschool was started at Hillis Elementary School.

Information is being collected on the feasibility of all-day kindergarten at each elementary site. The number of districts in Iowa offering all- day kindergarten has increased from 93 to 228 since 1983. Over 57% of the school districts in Iowa now have full day kindergarten programs.

Current Goals and Objectives

The following objectives are currently being monitored by the administrative staff.

Supervisor, Early Childhood Programs

Provide assistance to early childhood staff in support of developmentally appropriate child care and education experiences for young children (birth through second grade) by:

1. planning appropriate activities to support program objectives
2. providing assistance to meet instructional needs
3. communicating developmentally appropriate philosophy and practices to parents, staff, and community.
4. being accessible and involved in early childhood activities
5. evaluating the performance of 2 administrators, 19 elementary personnel, and assisting in the evaluation of 205 preschool and child care personnel

Conduct pre-service and in-service sessions on child development principles and developmentally appropriate practices to assist early childhood staff to implement the Early Childhood Education Framework and the instructional approach recommended by the Iowa Department of Education in *The Primary Program*.

Extend efforts to assist preschool parents in preparing their children to be ready to learn when they start school through the Way to Grow initiative.

Review and evaluate the enrollment, record keeping and accounting of fees to computer management system for the Des Moines Preschool Program, Metro Kids Care Program, and Cowles Children's Center to improve the data bases and billing processes.

Plan and implement additional preschool and child care services in the elementary buildings.

Supervisor, Early Childhood Special Education

Supervise and coordinate educational programs and support services for children in the Early Childhood Special Education Program.

1. provide leadership and direction to ECSE personnel
2. be involved in daily experiences
3. monitor budgets
4. assist with training and implementation efforts
5. monitor compliance with federal and state laws, as well as local procedures, relating to identification and placement of students in ECSE programs

Facilitate completion of Special Education and ECSE goals.

1. develop procedures and training to assist in implementation of the administrative structure that supports the Neighborhood School Delivery System (NSDS)
2. continue implementation of practices that support family centered early intervention services
3. expand opportunities for integrated experiences for Early Childhood Special Education students
4. increase interagency involvement in the IFSP process for children birth-two through participation in the Des Moines/AEA 11 Interagency Planning Council

Director and Coordinators, Head Start

The overall goal of the Head Start program is to support children in achieving a high level of social competence. Social competence involves the total development of the child: social, emotional, physical, and intellectual.

The Head Start director and coordinators support staff in implementing a comprehensive child development program that recognizes families as the primary educators of their children by:

1. Monitoring adherence to the Head Start Program Performance Standards (45-CFR 1304), as outlined by the U. S. Department of Health and Human Services.
2. Conducting a longitudinal follow-up of children who have participated in Head Start.
3. Hiring additional staff.
4. Providing more individualized training for parents.
5. Increasing cooperation and collaboration with agencies.
6. Increasing the level of social services provided by professional staff.
7. Securing funding for full-day, full-year programs to meet the needs of working parents.
8. Developing advocacy plan in conjunction with the Des Moines Policy Committee, the Grantee Policy Council and the staff to promote children's issues and create greater community awareness.

Instructional Philosophies

The teaching practices utilized in early childhood education are changing. There is growing recognition that the personal and individual needs of children must be addressed in order to facilitate learning. To meet these needs, four main instructional philosophies have been adopted: 1) developmental appropriateness, 2) integrated and comprehensive services, 3) the need for parent involvement and family-focused services, and 4) early intervention.

Developmental Appropriateness

The Des Moines Public School District supports a developmentally appropriate approach to early childhood education as recommended by current research, the National Association for the Education of Young Children, the National Association of State Boards of Education, the National Association of Elementary Principals and other professional organizations. Play, exploration and discovery are seen as primary vehicles for learning. Teachers attend to the different needs, interests, and developmental levels of individual children. Knowledge of typical development provides teachers with a framework to prepare and plan suitable experiences and learning environments.

At the preschool level, children are given many opportunities to explore the world around them, to practice new skills, and to experience independence and success. Children in kindergarten, first, and second grade classrooms work in cooperative groups in learning centers. These are planned to provide opportunities to apply skills that have been taught in small groups, to choose activities of interests, and represent their learning in various ways. Children read, write, work with blocks, explore science, listen to stories and music, create art, engage in dramatic play, and use manipulatives to develop mathematic concepts. The teaching of basic skills is supported through hands-on experiences, which current research has documented as a highly effective method. By adopting the Framework for Early Childhood Education, the Board of Directors has supported and recommended the implementation of developmentally appropriate methods in the district's classrooms.

For additional information, the following documents are available in the Department of Elementary/Early Childhood Programs:

1. Framework for Early Childhood Education
2. Early Childhood Belief Statements
3. Early Childhood Curriculum Guide
4. Developmental Checklists, K-2, Pre-K
5. Kindergarten Brochure *A Partnership Between Parent, Child, and Teacher*
6. Homework Brochures, K-2, 3-5
7. Des Moines Preschool Program Handbook

Integrated and Comprehensive Services

Children and families may require a wide range of support services in order to cope with daily life. Intensive services may be required to preserve a family unit. Job loss, child neglect, teenage pregnancy, alcohol/drug abuse, and poverty are real factors in the lives of many families. The following comprehensive support services are offered through a wide variety of collaborative efforts between community agencies which enhance programs and minimize duplication of services.

- prenatal and postnatal services and counseling
- immunizations
- referral and follow-up for health needs
- adequate meals for children
- nutrition counseling
- access to consistent medical center for regular health care
- family-centered parent education and support
- crisis intervention
- adult literacy instruction
- family counseling and assistance
- social activities that promote family togetherness
- referrals to appropriate agencies
- developmentally appropriate educational activities for children
- home visit programs
- before and after school child care
- screening and assessment to identify children with special needs

Throughout the district, many program options are available for integrated experiences. Early childhood educational practices promote integration of children with varied developmental stages, cultural backgrounds, and socio-economic levels. During the early childhood years, children form relationships with others of various backgrounds creating life-long attitudes and dispositions.

Parent Involvement and Family-Focused Services

The family is the primary influence in the lives of children. Programs address the needs of children and families and strive to empower and affirm families. Programs focus on enhancing parenting skills and providing a secure, accepting climate where parents can explore child rearing goals, beliefs, and concerns. Parents are encouraged to participate in programs and the decision-making process, to be informed about their children's experiences and progress, and to serve as program volunteers or employees.

Early Intervention

Early intervention services provide support for a growing number of children and families. Children are screened in hearing, vision, and speech to detect any problems that may interfere with later learning. Approximately 5% - 10% of children are identified for referral to appropriate specialists for more in-depth evaluations. Early childhood intervention programs provide comprehensive support services, developmentally appropriate educational methods, and collaboration among community agencies to meet the needs of children and families. Testifying before the Senate Committee on Labor and Human Resources and the House Committee on Education and Labor, David Hamburg, president of the Carnegie Corporation of New York stated:

> What we do early in life lays the foundation for all the rest. The early years can provide the basis for a long, healthy life-span. Early preventive intervention can be exceptionally valuable. Health and education are closely linked in the development of vigorous, skillful, adaptable young people. Investments in health and education can be guided by research in biomedical and behavioral sciences in ways likely to prevent much of the damage now being done to children. We have learned a lot in recent years about ways of preventing damage to children—prenatal and perinatal care, early education, immunization, nutrition, and much more. The great challenge now is to be sufficiently resourceful and persistent to find ways of putting that knowledge to use for more healthy child development in a rapidly changing socio-technical context. If there is a more fundamental task for human beings, I wonder what it could be (Hamburg, 1987, pp. 49-50).

Assessment Tools

Assessment in early childhood is continuous and based on each child's performance. Programs utilize developmentally appropriate, family-centered, and authentic assessment tools. These include Brigance® Screen, developmental checklists, portfolios, Evaluation and Programming System, Family Needs Assessment, and Play-Based Assessment. The National School Boards Association, the NationalAssociation for the Education of Young Children, the Association for Childhood Education International and the National Association of Elementary School Principals have recommended the elimination of the use of group standardized tests for all young children. Appropriate assessment methods compare children with general benchmarks, not other students. Demographic information will be available on the preschool data base for the 1993-94 school year providing the opportunity to follow each child's progress over time.

Influence of Technology

Administrators and office staff utilize technology on a daily basis. Personal computers and links with Mid-Iowa Computer Center allow the departments to operate efficiently. Staff members have enrolled in a variety of computer classes including instruction on Mid-Iowa Accounting, Student Accounting, MacDraw®, and Microsoft® Works® and

Microsoft® Word®. A database has been established to track students as they enter the district through early childhood education programs. Fee-based programs are on-line with Mid- Iowa Compurter Center for accounting and billing purposes.

Early childhood classrooms use computers for instruction. Assistive devices (e.g., specialized switches, Canon Communicators, Intro-Talkers) are successfully used with children with disabilities. Computers assist with instruction, problem-solving, decision-making, behavior modification, fine motor skill development, and promoting creativity and social interaction. Program supervisors have served on the Technology Advisory Committee, the Mid-Iowa Technology Committee, the K-5 Technology Committee, and the Technology Plan Implementation Committee.

In-service and Staff Development

Professional training is an important component of early childhood education. Staff members are provided training on educational techniques, current research in the field, and new instructional methods. The majority of this training is done during regularly scheduled staff meetings. During the last three years, staff development and in-service offerings in early childhood education have included:

- Affection Techniques
- Appropriate Restraint Techniques
- Art Activities for Young Children
- Assessment of Autism
- Blood Borne Pathogens (OSHA training)
- Child Abuse Reporter Training
- Community and Family Involvement
- Confidentiality
- Conflict Management
- Curriculum Design
- Development of Themes and Topics
- Developmentally Appropriate Practices
- Early Childhood Education Framework
- Early Childhood Research and Practices
- Facilitating Integration
- Families Under Stress
- Family-centeredness
- First Aid/CPR
- Guidance for Young Children
- High Scope K-3: An Active Learning Environment
- How to Setup and Use Learning Centers
- Identifying and Developing Community Resources
- Information on Creative Activities for Curriculum Areas
- Intervention to Prevent Biting
- Integrating the Curriculum
- Interagency Collaboration
- It's Not the Method in Your Class, It's the Class in Your Method
- Literacy: Developing a Print Rich Environment
- Math with Preschool Children
- Medicine Dispensing Training
- Meeting the Needs of Families
- Monthly sharing sessions for K-1-2 teachers
- Multicultural Activities/Strategies
- Music and Movement with Young Children
- Outreach and Recruitment Strategies
- PAINT, a play-based assessment method
- Problem Solving Approach to Behavior Management
- Project TEACCH (instructional teaching for children with autism)
- Promoting Literacy with Flannel Board Stories
- Reggio Emilia in Theory, Reggio Emilia in Practice
- Safety on the Bus
- Self-Assessment Program Evaluation
- Stress Management
- The Creative Curriculum: Review
- The Primary Program
- Transition Process
- Understanding Ourselves and Our Families
- Use of Brigance Screen and Des Moines Developmental Checklist
- Visitations for ECSE teachers to observe typical children in their classrooms
- What to Expect from Three- and Four-Year-Olds
- Working with Groups

PRODUCT EVALUATION

Contributing to the Mission of the District

Early childhood programs provide a strong educational foundation. Activities address the intellectual, social, emotional, and physical needs of children and families and assist them in developing positive attitudes toward future learning and school involvement.

Costs Versus Benefits of Early Childhood Education

Quality services that strengthen families and support child development have far-reaching, long-term benefits. Families and children who do not receive timely and quality care often require more costly services in future years. For example, we can choose to spend: [2]

$1 on childhood immunizations	OR	$10 in later medical costs
$1 on comprehensive prenatal care for women through Medicaid	OR	$3.38 in later health costs
$1 for quality preschool education	OR	$4.75 for later special education, crime, welfare, and other costs
$850 for one year of compensatory education	OR	$4,000 for the cost of a single repeated grade
$4,500 per family for family preservation services	OR	$10,000 for one year of foster care for one child

[2] These 1991 figures are adapted from the Children's Defense Fund. They were published in *Caring Communities: Supporting Young Children and Families*, the Report of the National Task Force on School Readiness, which was published by the National Association of State Boards of Education in December 1991.

Accomplishments and Outcomes of Goals and Objectives

Early Childhood Education Supervisor
1992–93 Objectives and Accomplishments

Objective: *To implement developmentally appropriate practices to improve educational experiences for young children, birth through second grade.*

Accomplishment:
Assisted teachers in planning room arrangements for an enhanced learning environment, hands-on approaches, multicultural activities, home visits, Brigance® screening, use of the Des Moines Developmental Checklist, integrating the curriculum, development of learning centers and reporting to parents.

In-service meetings were held during fall orientation for staff of child care, preschool, kindergarten, first grade, and second grade. Individual follow-ups were made with primary teachers at the elementary buildings. Planned and implemented eleven sharing sessions with staff of kindergarten, first grade, and second grade. Planned twelve in-service sessions, presented eight workshops in developmentally appropriate early childhood education for primary staff and three in-service meetings for child care and preschool personnel.

Objective: *Continue to extend efforts to assist preschool parents in preparing their children to be ready to learn when they start school.*

Accomplishment
The Minneapolis, Minnesota *Success by Six* initiative was used as a model for planning in cooperation with the United Way and business community for a Des Moines effort that has been titled *The Way To Grow.*

Objective: *Implement the enrollment, record keeping and accounting of fees to computer management system for the Des Moines Preschool Program, Metro Kids Care Program and Cowles Children's Center.*

Accomplishment
Information access and the development of the appropriate computer screens have been established through Mid-Iowa Computer Center. Two additional computers were purchased to provide input and access of information.

Objective: *To provide high quality preschool and child care programming.*

Accomplishment
Staff, budgets, and program needs were monitored daily and records are maintained on attendance, enrollment, fees, deposits, curriculum, personnel, in-services, and goals. Parent advisory council meetings were held and parent questionnaires were distributed to provide input and direction for program planning. Parents indicated that they were satisfied with programs.

The following tasks were accomplished in response to Department of Early Childhood and Elementary Education goals and objectives.

Objective: *To develop a conceptual framework for a district-wide developmentally appropriate approach and to prepare staff development to support these methods.*

Accomplishmen
The Framework for Early Childhood Education was developed during 1991 and adopted by the Board of Education in January 1992. Staff training opportunities were provided for district teachers and administrators on developmentally appropriate practices.

Objective: *To examine developmental appropriateness of homework for kindergartners through third graders.*

Accomplishment:
The K-2 homework brochure was revised to reflect the developmentally appropriate philosophy of no specifically assigned homework for these grades.

Objective: *To identify developmentally appropriate classroom equipment, furniture, and materials.*

Accomplishment:
A wide range of manipulative materials and group tables for cooperative learning activities were recommended for purchase.

Objective: *To provide input to "reporting to parents" process with the Report Card Committee.*

Accomplishment:
A new report card that eliminates the use of A-B-C-D-F grades in K-3 was implemented during 1993-94 and a corresponding instructional manual and video were developed. The Report Card Committee continues to meet. A pilot survey has been completed and results are forthcoming.

Objective: *To provide information to parents about developmental appropriateness.*

Accomplishment:
A new kindergarten brochure was created and distributed to the parents of incoming kindergartners during *Kindergarten Roundup* and orientation sessions.

Early Childhood Special Education 1992-93 Objectives and Accomplishments

The 1992-93 objectives and accomplishments of the Early Childhood Special Education supervisor are listed below.

Objective: To increase experiences for ECSE children in integrated programs.

Accomplishments:
Approximately 50% of students in ECSE classes have planned integration experiences with "typical" peers. Some preschool teachers have been paid for extra hours in order to work with the ECSE teachers in planning integration activities. Integrated play groups are available for infants and toddlers.

Objective: To improve educational programs and support services for children in the ECSE program.

Accomplishments:
Staffings, budgets, and transportation needs were monitored on a daily basis. In-service was provided on improving Individualized Family Service Plans, Play-Based Assessment, strategies to use with the hearing impaired, working with the visually impaired, and appropriate restraint techniques. Des Moines and AEA 11 staff worked together to develop coordinated services to infants and toddlers. A problem-solving approach to behavior management was developed and provided to community-based early childhood centers.

Objective: To facilitate interagency collaboration and services to infants/toddlers.

Accomplishments:
The AEA 11/Des Moines Steering Committee and Advisory Council was instrumental in providing training on *Coordinated Early Intervention* (Part H) services to interagency personnel from the Polk County Department of Social Services and Public Health. The Steering Committee and Advisory Council met every six weeks for a half-day meeting on coordinated services. A single point of entry and interagency release form is being utilized as a result of these meetings. Personnel from many different agencies are participating in the development of IFSPs.

Objective: To increase parent involvement.

Accomplishments:
A Parent Advisory Council and a Support Group for Dads were established. A play-based approach to assessment, in which parents are an active part of the assessment team, is being piloted in the ECSE programs. Parent involvement data are also being collected as part of the Individualized Educational Plan (IEP) process. In addition, a Parent Visitation Day has been established as part of the center-based program.

Accomplishments of the Head Start Program

Drake University Head Start operates its program according to the Head Start Program Performance Standards (45-CFR- 1304). Each standard is monitored on a regular basis, with an overall goal of exhibiting exemplary practice with respect to each standard. Outcomes include:

1. The Program Advisory Committee planned the implementation of a Community Needs Assessment and developed a plan to address these needs. The committee was composed of Head Start parents, staff, and community members and developed four key priorities to focus on over the next three years. Those priorities include:

    - Hire additional support staff.
    - Provide more individualized training for parents.
    - Increase cooperation and collaboration with agencies.
    - Increase hours level of expertise of family support staff.

2. Based on the Community Needs Assessment, future quality improvement fund allocations will directly relate to the priorities mentioned.

3. Efforts will continue to secure funding for full-day, full-year programs to meet the needs of working parents with low incomes.

4. An extensive advocacy plan will be developed in conjunction with the Policy Council and staff to push for children's issues in the State of Iowa and at the national level and to create a greater community awareness of the needs of children in Iowa.

Adherence to Standards, Policies, and Regulations

The early childhood education programs are in compliance with local, state and federal standards. A complete listing of statutes and administrative regulations can be found in Appendix 4.

The licensed fee-based programs are reviewed by the Iowa Department of Human Services on an annual basis and are in compliance with all regulations.

Early Childhood Special Education also adheres to state and federal guidelines and compliance is reviewed annually by Heartland AEA on a three year cycle by the Iowa Department of Education, and the U.S. Department of Education.

An in-depth program review of Head Start was conducted in 1993 by the U. S. Department of Health and Human Services through its regional office. The program was found to be in full compliance with all standards and regulations, except for two recommendations to accrue volunteer hours and inkind contributions on a monthly

basis. These adjustments have been made in the accounting system at Drake University.

Improvements During Last Three Years

During the last three years there have been a number of expansions and improvements in early childhood education.

1. The Framework for Early Childhood Education was adopted by the Board of Education in January 1992. It provides guidelines for implementing programs that enhance the physical, cognitive, and social/emotional development of young children and supports parent/community involvement, family services, and staff development.

2. The number and variety of integrated experiences for children with disabilities and children without disabilities have steadily increased. Three main types of integrated opportunities are offered by the district: co-location, full integration, and reverse mainstreaming. Approximately fifty percent of the children enrolled in the ECSE classrooms are involved in integrated experiences.

3. The ECSE Infant/Toddler program has coordinated its efforts with Heartland Area Education Agency 11 to enhance its services and meet the needs of children with disabilities and their families. Both agencies are utilizing the same procedures in their work with families of children birth to three years of age. This has improved our efficacy in serving families within the AEA 11 service area.

4. The ECSE and Head Start programs have increased their interagency involvement in order to provide comprehensive services. Both programs work with social and human service agencies, the medical community, the department of public health, job training programs, and a variety of other community organizations. This collaboration minimizes duplicate services and allows agencies to focus on the specific needs of the children and their families.

5. With the opening of additional classrooms at South Alternative High School, Samuelson, Smouse, and Findley, Head Start has expanded its program to serve 168 additional three or four year old children and their families.

6. Under the auspices of the Parent Child Center of Head Start, children from birth to three years old and their families from the King school attendance area are being provided early intervention services.

7. In response to parental needs, the Center Street Center was established at Smouse in 1991. The center provides full-day preschool and child care to 22 children, ages 3-5.

8. The Metro Kids Before/After School Child Care Program has continued its expansion. The program serves over 2,700 children in elementary schools during the school year. Child care before and after kindergarten is offered at Greenwood, Hillis, Catteli, Hubbell, King, and Rice Elementary Schools. Child care for students before and after Head Start is available at Samuelson.

9. Metro Arts Alliance and the Junior League of Greater Des Moines provide arts awareness to children in the Metro Kids Care Program. This project was awarded a United Way Service Award in 1992.

10. Early Childhood Special Education developed and piloted a problem-solving approach to behavior management. They trained the staff of two community-based early childhood centers to employ this approach. Additional centers will receive training in 1993-94.

11. School calendar modifications have been implemented at several elementary schools in order to increase time for staff development training and instructional collaboration. Adams School has extended the student instructional day by 20 minutes. This allows the school to dismiss students 90 minutes early one day each week and for one day in May of 1994 for Parent-Priority Conferences. Moulton, King, and Edmunds Elementary Schools have made similar modifications.

12. Community participation has increased. Community organizations have collaborated to provide projects and funding for various early childhood programs. The Downtown School is a product of this link between the community and the district.

13. The offices of Early Childhood Special Education at Smouse School were renovated during the summer of 1993. This improvement has resulted in a more pleasant and efficient work space.

14. The Head Start Curriculum Library was established at Samuelson in 1991. U. S. West funded the library, which provides developmentally appropriate supplies, materials, and equipment to all Head Start staff members in the greater Des Moines area.

15. The Head Start Parent Child Center provides comprehensive educational and health services to at-risk pregnant women and families with infants and toddlers. Home and center visits, counseling sessions, and parent-child interactive sessions are part of PCC's comprehensive services.

16. Head Start Parent University provides parent education, job training, computer, literacy, and other classes to the parents of Head Start/PCC children.

17. Samuelson School was renovated to provide space for Head Start administrative

offices, classrooms, conference rooms, the Curriculum Library, the Parent Child Center, and the Parent University. The district's Department of Staff Development is also located at Samuelson.

18. The administrative structure of Head Start was reorganized in 1990. The previous system relied on education, health, social service, and parent involvement specialists who were responsible for their individual components at all Head Start centers. Under the current structure, the responsibility for the centers is divided among four Head Start coordinators, who are all generalists in education, health, social service, and parent involvement and are responsible for all components at their assigned centers. This system provides more effective and efficient supervision.

19. Family Resource Specialist positions were added to the Head Start staff in 1993.

20. Use of technology has increased. Departments are linked to Mid-Iowa Computer Center, utilize various software programs, and have formed a database to track students. Fee-based programs are now served by Mid-Iowa Computer Center for billing and accounting processes.

21. The Downtown School was established in 1993 and adheres to the Framework of Early Childhood Education. It serves approximately 45 five to seven-year-old students that reflect the cultural, ethnic, and social-economic diversity of the Des Moines Public Schools.

22. The Des Moines Montessori Preschool Program was established in 1993. The program is based on the teaching philosophy of Maria Montessori, an Italian physician-educator. A certified Montessori teacher and an associate work with 3-5 year-olds for two and one-half hour sessions, 3-5 days a week.

23. The Cowles Children's Center initiated the process for accreditation by the National Association for the Education of Young Children. The Early Learning Centers at Moulton Elementary School and Lucas Elementary School were granted accreditation in 1992-93. McKinley Elementary School has applied for accreditation of the Early Learning Center and kindergarten program in 1993-94. Programs receiving accreditation have demonstrated a commitment to providing a high quality program for young children and their families.

24. Early Childhood Special Education is piloting a new play-based assessment process. Each child is evaluated in a group setting with the parents present. Parents contribute by submitting a checklist of their child's skill levels This process utilizes a functional approach to assessment based on the child's developmental level.

25. Early Childhood Special Education is also participating in a state-wide pilot of a new process for the Individualized Family Service Plan (IFSP). This new process could simplify and abbreviate an otherwise lengthy and complicated system of preparation.

26. Early Childhood Belief Statements were developed by the subject area supervisors.

27. A new report card that eliminates the use of A-B-C-D-F grades for K-3 was developed for the 1993-94 school year.

28. The Developmental Checklist for kindergarten through second grade was implemented district-wide in 1993.

29. Head Start and the Des Moines Preschool Program created a developmental checklist for preschool programs. Teachers, staff, and other professionals assisted in the creation of the checklist.

30. The Brigance® Screen has replaced the use of Strategies in Early Childhood Education (Waupun) as an assessment tool for kindergartners. The screening assesses children's instructional level and also assists in program planning.

31. Non-graded primary educational experiences are provided at Longfellow and the Downtown Schools. These opportunities allow children to progress along a continuum of simple to more complex material at their own rates.

32. The Early Childhood Curriculum Guide was developed by the Early Childhood Curriculum Committee for use in K-2 classrooms and sent to each K-2 teacher. The guide includes suggestions for integrating the curriculum, sample themes and a complete set of objectives for kindergarten through second grade.

33. *The Primary Program, Growing and Learning in the Heartland*, an excellent resource for developmentally appropriate practices, was distributed to every elementary school by the Iowa Department of Education.

34. Service hours for Metro Kids Care have been extended by fifteen minutes before and/or after school in sixteen locations.

Enrollment Growth

The services of early childhood education have expanded significantly during the last decade in response to community demand. The enrollment figures of Metro Kids Care increased from 191 students in 1983-84 to 2,770 in 1992-93. During its first year of operation in 1987-88, Cowles Children's Center served 21 children. Since 1989-90, the center has operated at its full capacity of 126 students. The Center Street Children's Center opened in 1990-91 to serve eight children and it now serves 22. (See *Figures* 2-5.)

Figure 1—Metro Kids Enrollment Growth 1983-1993

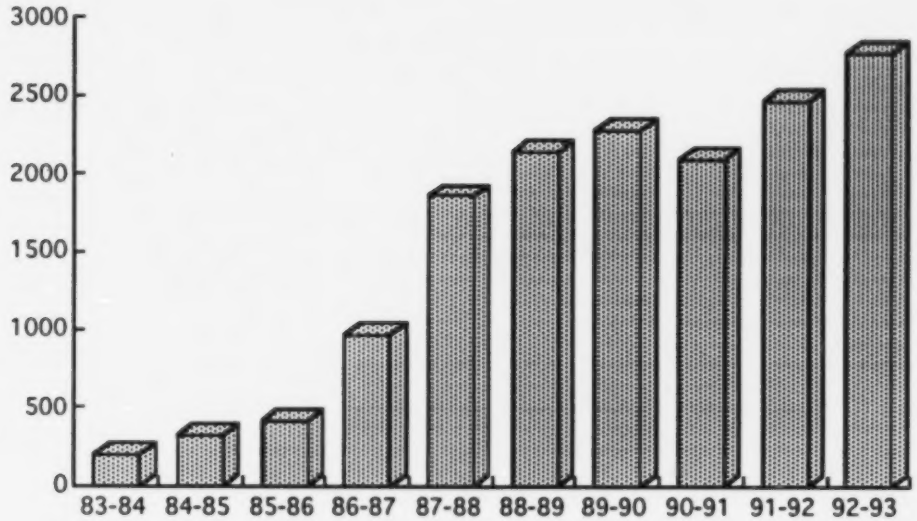


Figure 2—Full-Day Metro Kids Care Enrollment for 1989-90 and 1992-93

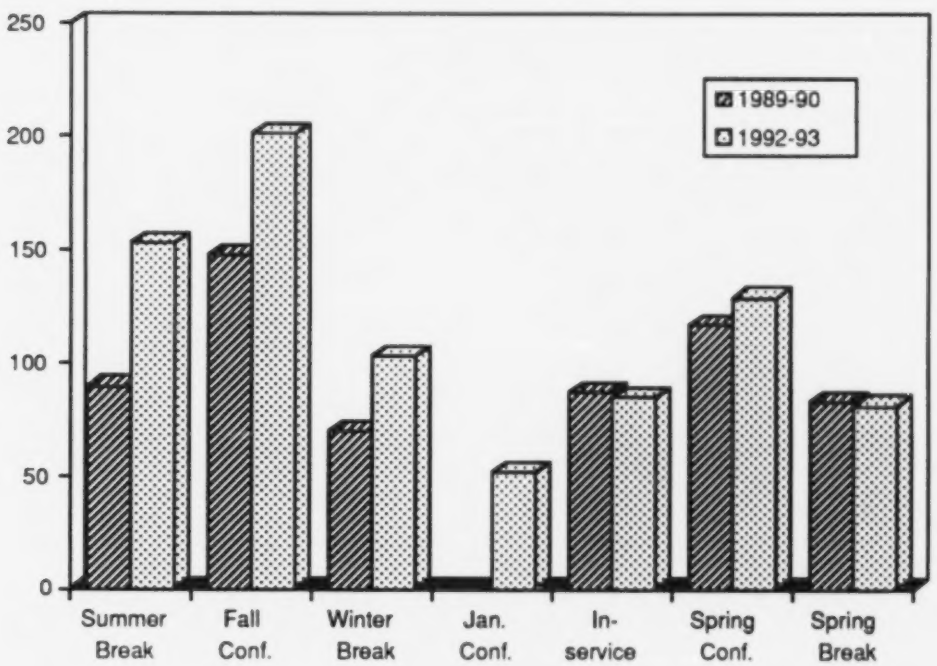


Figure 3—Cowles Children's Center Enrollment Growth 1987-1990[3]

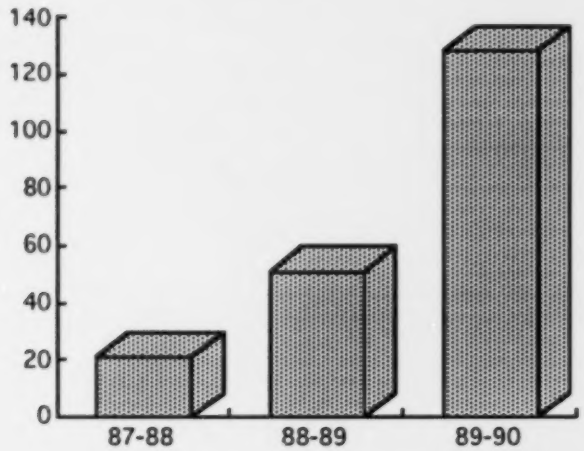
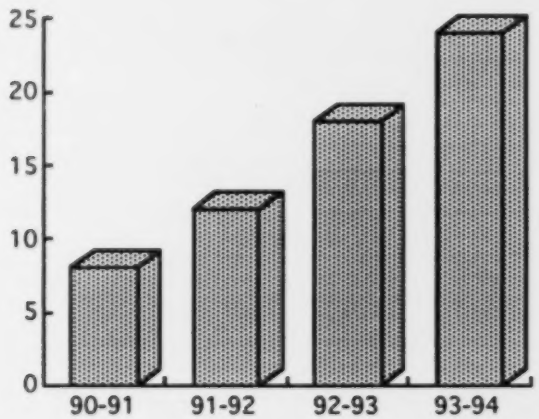


Figure 4—Center Street Center Enrollment Growth 1990-1994



[3]Cowles enrollment has remained at its full capacity of 126 students since 1989-90.

ECSE Placement Information

The chart below indicates the placement for each child leaving the Early Childhood Special Education programs during the 1992-93 year.

Table 6—1992-93 ECSE Placement Figures

Placement	1992-93	%
Kindergarten	7	9.7%
Kindergarten with Special Education resource room assistance	9	12.5%
First Grade	3	4%
First Grade with resource room	7	9.7%
Mental Disability/Self-contained Mild	25	35%
Mental Disability/Self-contained moderate/severe/profound	9	12.5%
Behavior Disability/Self-contained	7	9.7%
Autism	2	2.8%
Physical Disability	2	2.8%
Other	1	1.3%
TOTAL	72	100%

Figure 5—1992-93 ECSE Placement Graph

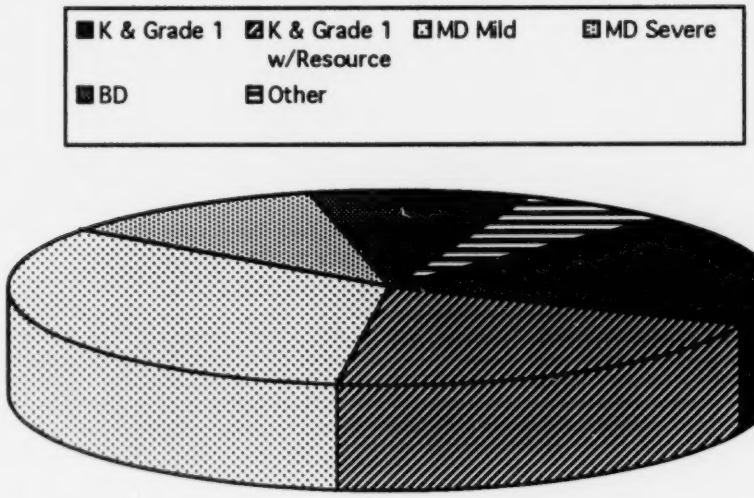


Figure 6—Head Start Enrollment Growth, 1989-1994

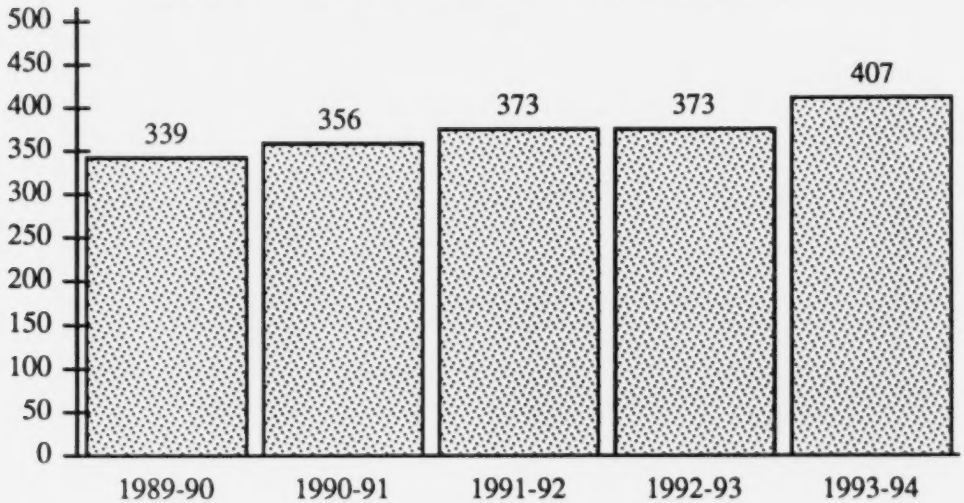
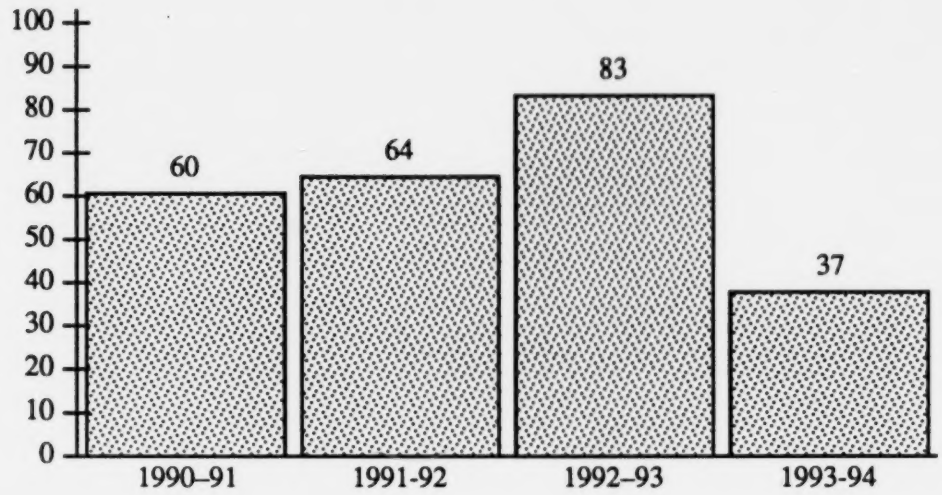


Figure 7—Parent Child Center Enrollment, 1990–94
(King attendance area only)



Evidence of Community Support

- The "Kids Are Kids" videotape describes current activities within our district to mainstream students with special needs into regular education classes. The videotape received The Association for the Severely Handicapped (TASH) media award and the 1993 Inclusion Award by "Exceptional Parent Magazine." The videotape was produced by the departments of Special Education and Early Childhood in partnership with the Department of Board and Community Relations.

- The 1993 United Way Service Award was awarded to Metro Kids Arts Awareness, a Metro Kids Care program that was co-sponsored by Metro Arts Alliance and the Junior League of Greater Des Moines.

- Early Childhood Special Education was professionally recognized by the U. S. Department of Education for service to children with Attention Deficit Disorder (ADD).

- Since 1990, the district's Early Childhood Special Education program has been designated as a training site for *Project LEAP* in Iowa.

- Early Childhood staff members receive the appreciation of parents and community members. Positive phone calls, letters, comments, surveys, and referrals demonstrate the satisfaction of children, families, and neighborhoods.

- Head Start has received extensive support through the services of community volunteers and individual, small business, and corporate donations, e.g., U.S. West, Meredith Corporation, Pioneer Hi-Bred, Aetna Company, and Principal Financial Services.

- Drake University and the Des Moines Public Schools developed a cooperative program to assist teachers in earning an Early Childhood Education Endorsement. During the first cycle completed in July 1992, 16 Des Moines teachers received the Early Childhood Education Endorsement. A second cycle is in progress and will be completed in July 1994.

Strengths of Early Childhood Education

The district's early childhood programs offer a variety of services to a diverse population. The programs provide early intervention, developmentally appropriate practices, comprehensive services for the child and the family, and parent involvement. High quality early childhood education services have resulted from strong leadership, dedicated and qualified staff, and support from the Board of Education. Major strengths of the early childhood programs and services are:

1. Cooperation and collaboration between programs, staff, and administrators.
2. Increased number of staff with early childhood endorsements and certifications.
3. Collaborative agreements with other community agencies and organizations.
4. Support of Board of Education in regard to program implementation and expansion of developmentally appropriate practices.
5. Increased parent involvement.
6. Commitment of staff.
7. Variety of services and locations available to the community.
8. Collaboration with institutions of higher education.
9. Drake University Head Start is the only Head Start agency in the state (and one of the very few in the nation) which requires teachers to be licensed.
10. Improvement in Head Start facilities.

Areas of Improvement

Although the district's early childhood programs are expanding and developing their services, further improvement is necessary. Programs continue to focus upon and address the following areas for improvement.

1. As community demand for services increases, the early childhood programs are continually confronting the need for more dedicated space. Classrooms, playrooms, and nurseries are necessary to provide services to more children.
2. There is still a lack of manipulative materials for K-2, especially in regard to the district's commitment to developmentally appropriateness.
3. Staff needs additional time for professional development, planning, and in-service opportunities.
4. While parent involvement has increased, there is still a lack of parent volunteers in the early childhood classrooms.

5. Early childhood services and staff are not always identified as integral parts of the district.
6. Integration opportunities for children in all early childhood programs need to be improved to provide environments that reflect the diversity in cultures and socio-economic status present in our district (*See Appendix 5).*

Progress in Meeting "1990 Future Plans"

There has been progress toward the future planning section of the 1990 early childhood education program evaluation report. Each future plan and its current status are explained below.

1. Expand Services and Serve All Children

Early childhood education has expanded its services substantially since 1990. Both the quantity and variety of programs have increased. The district continues to recognize the need for early educational experiences, child care, and comprehensive services for all children. There are several program options for at-risk children, children with disabilities, and other young children. Equity of services is still not provided for all children and there continues to be long waiting lists for programs serving preschool children from families with low incomes. It is a continuing challenge to meet the needs of all children and their families.

2. Secure Facilities and Materials

Program facilities have improved since 1990. The central offices of Head Start have been transferred to Samuelson and the office of Early Childhood Special Education has been remodeled at Smouse School. Dedicated classroom spaces which meet the physical requirements for classrooms for early childhood students are still needed (e.g., handicapped accessibility, proximate to bathrooms). There has been an increase in the purchase of developmentally appropriate materials for K-2, although additional manipulatives and fewer textbooks continue to be recommended.

Dedicated space is needed for school-age child care in elementary buildings. Children in child care need access to gyms, art rooms, computer centers, and libraries. Many children spend 4.5 hours daily in child care before and after school and 5.5 hours daily during school hours.

Space for preschools in elementary buildings eliminates the need to rent space in non-district facilities and increases parents' and children's exposure to elementary programs and staff to build upon educational opportunities.

3. Support Quality

The Board adoption of the Framework for Early Childhood Education provided a basis for high quality programs. Comprehensive services for children and families, developmentally appropriate methods, parent involvement, and professional training are emphasized.

4. Certification of Professional Staff

There has been a significant increase in the early childhood certification of staff. Head Start, Early Childhood Special Education and Des Moines Preschool Programs employ teachers with early childhood endorsements. New teachers in K-2 classrooms are required to have certification in early childhood.

FUTURE PLANNING

Instructional Practices

Young children construct their own knowledge from their experiences and they need many materials to explore and opportunities to interact with other children. Two (2) schools will be selected for demonstration sites for implementation of *The Primary Program*. A major emphasis will focus on integration of early childhood programs. Classrooms in these schools will be equipped with furniture, equipment, and materials that are developmentally appropriate. Curriculum supervisors will be increasingly involved in the implementation of an integrated early childhood curriculum. (Cost estimate for materials and equipment: $80,000.)

Professional Development

The traditional in-service format has not been effective in sustaining change. A system utilizing seminars, support groups, sharing sessions, peer coaching, mentoring, and site visitations will be initiated in order to insure implementation of developmentally appropriate practices. (Cost estimate: $25,000.)

Integrated Programs

Integration opportunities are needed that reflect the diversity in cultures, disabilities and socio-economic status present in our district. The At-Risk Programs, Head Start Programs, Des Moines Preschool Programs and Special Education Programs should identify the procedures necessary to merge resources to provide high quality early childhood experiences in fully integrated environments in neighborhood schools. (Cost estimate: none.)

Technology

All early childhood teachers should have computer work stations by the year 2005. Children in early childhood programs should have access to computers for instructionally related activities on a ratio of one computer for every five children. Assistive technology is necessary to meet the needs of children with disabilities. (Cost estimate: $1,350,000.)

Program Space

Lack of space in elementary buildings continues to be a critical problem. Implementation of Vision 2005 priorities must include providing space for children in child care, preschool, and Head Start. Children need a relaxed setting they can call their own in which to interact with peers, play, study, and display art work and projects. Many children are in child care 4.5 hours each day. (Cost estimate: Figures are included in *Vision 2005*.)

Program Transitions

In order to provide the most effective educational support for young children, it is essential that programs provide and implement a plan to support transitions across changes in environments and programming. As stated by Joan Lombardi, of the U.S. Administration for Children Youth and Families, there is a growing consensus among early childhood educators and researchers that "the key to effective services for young children is less through *bridging the gap* between different types of programs, and more through *ensuring continuity* in certain key elements that characterize all good early childhood programs" (ERIC Digest, EDO-PS-92-3). Key elements for early childhood programs include: *developmentally appropriate practice, parent involvement,* and *supportive services* (including social services provided by various community agencies). In addition to close collaboration, it is crucial that all programs share the same vision for program excellence, as well as the same operational definitions for effective *developmentally appropriate practice, parent involvement,* and the need for *supportive services.* Five schools will be participating in a pilot program to insure developmental continuity across the early childhood years. (Cost estimate: $50,800.)

Collaboration

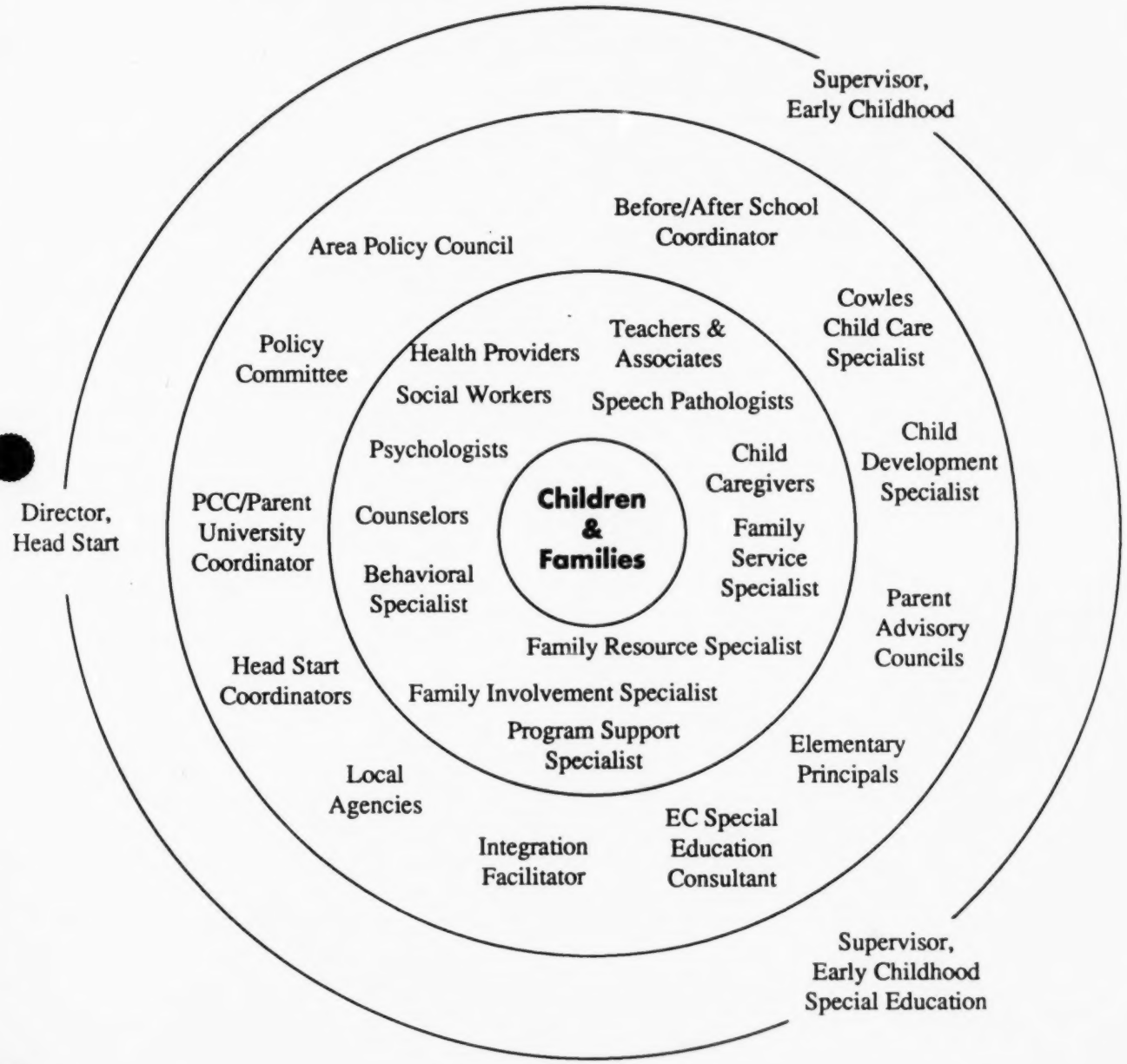
School staff members deal with thousands of children each day and, fortunately, most children's needs can be met in our classrooms through the work of caring teachers and teacher associates. However, many children have needs that go beyond those that can be addressed in the classroom alone. The school plays a unique role in touching the lives of nearly all families with school-age children. Because of this, the school has an opportunity to serve as a hub with spokes that reach out to other agencies throughout the community with a common goal of promoting positive development and learning for children. Through collaboration with other educational and social service agencies, the ability to meet the needs of children and their families is maximized, while duplication of services is minimized. Ultimately, implementation of a plan for meaningful, productive collaboration will better serve children while cutting or maintaining the costs of services. (Cost estimate: Reduction in costs.)

Preschool for All

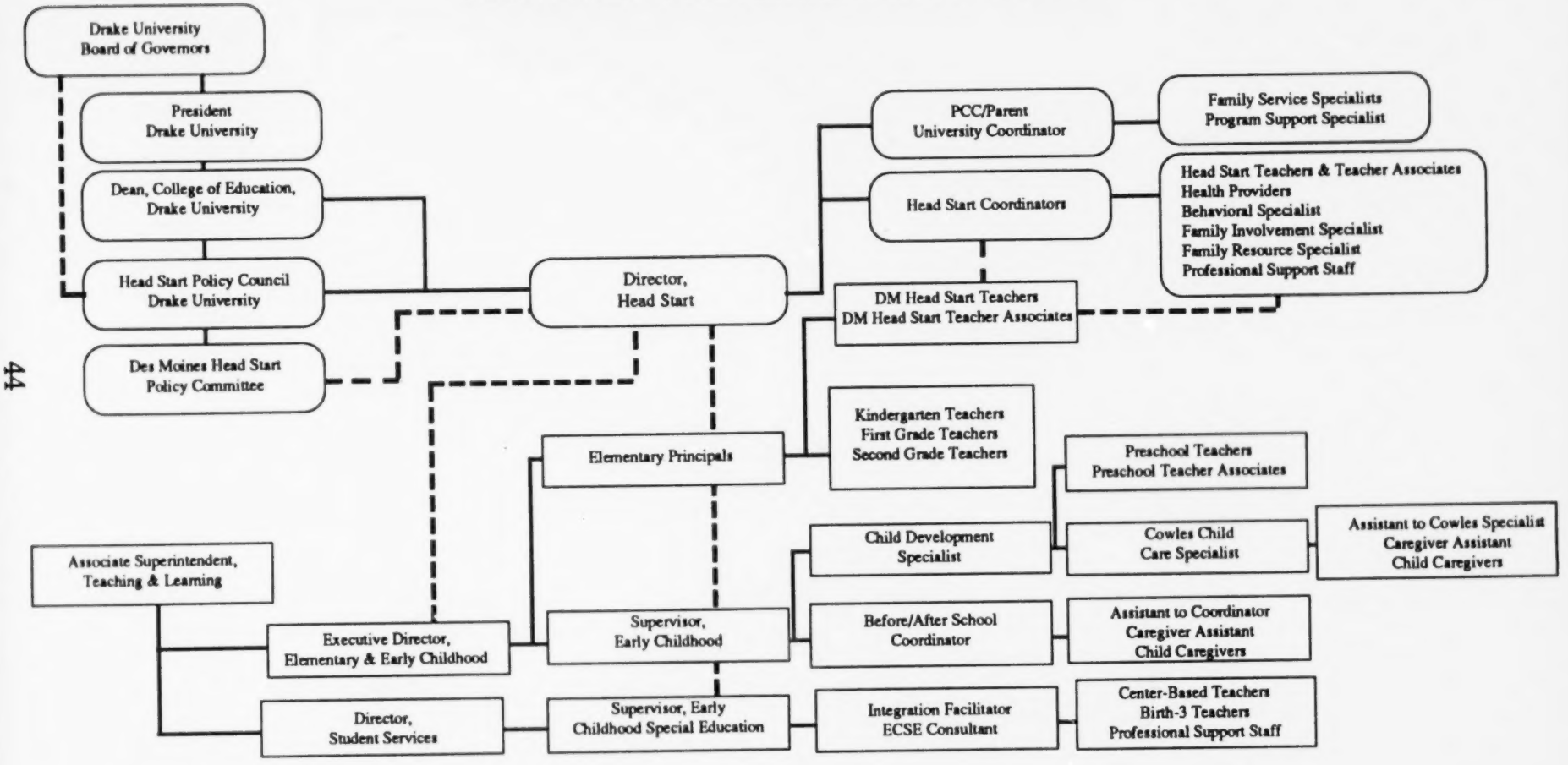
All four-year-old children need an opportunity to participate in a high quality, developmentally appropriate pre-kindergarten program. Early childhood advocates must continue to work for access of early childhood services for all children. (Cost estimate: Possible state funding.)

Appendix 1

Diagram of Collaboration Between Early Childhood Education Programs



APPENDIX 2
ORGANIZATIONAL CHART FOR EARLY CHILDHOOD EDUCATION



Appendix 3–a
Program Locations

* = ungraded

Number of Rooms in Des Moines School Sites Allocated for:

School	PS/CC Full Day	Early Childhood Special Education	Des Moines Preschool Program	Head Start	Before & After School Care	Before & After Kdg. Care	Kindergarten Classroom	Total Classrooms
Adams	0	0	0	0	1	0	3	4
Brooks	0	0	1	0	1	0	1	3
Cattell	0	0	1	0	1	1	2	5
Cowles	1	3	0	0	0	0	1	5
Douglas	0	0	0	0	1	0	2	3
Downtown Schl	0	0	0	0	0	0	1*	1
Edmunds	0	0	0	0	1	0	2	3
Findley	0	2	0	1	1	0	2	6
Garton	0	0	0	1	1	0	2	4
Granger	0	0	1	0	1	0	2	4
Greenwood	0	0	0	0	1	1	2	4
Hanawalt	0	0	1	0	1	0	2	4
Hillis	0	0	1	0	1	1	2	5
Howe	0	0	1	0	2	0	2	5
Hubbell	0	0	0	0	2	1	2	5
Jackson	0	0	0	0	1	0	2	3
Jefferson	0	0	0	0	1	0	2	3
King	0	0	0	1	0	1	3	5
Longfellow	0	0	0	1	1	0	6*	8
Lovejoy	0	0	0	0	1	0	2	3
Lucas	0	0	0	1	1	0	2	4
Madison	0	0	1	0	1	0	2	4
Mann	0	0	0	1	1	0	1	3
McKee	0	0	1	0	1	0	2	4
McKinley	0	0	0	1	1	0	2	4
Mitchell	0	0	1	0	1	0	1	3
Monroe	0	0	0	1	0	0	0	1
Moore	0	0	0	0	1	0	3	4
Moulton	0	0	0	1	1	0	3	5
Oak Park	0	0	0	0	1	0	2	3
Park Avenue	0	0	0	0	1	0	3	4
Perkins	0	0	1	0	2	0	0	3
Phillips	0	3	1	0	1	0	2	7
Pleasant Hill	0	0	0	0	1	0	1	2
Rice	0	0	1	0	1	1	3	6
Samuelson	0	0	1	3	1	0	1	6
Smouse	1	3	0	1	0	0	0	5
Stowe	0	0	0	0	1	0	2	3
Studebaker	0	0	0	0	1	0	2	3
Wallace	0	0	0	0	1	0	1	2
Watrous	0	3	1	0	1	0	1	6
Willard	0	0	0	1	1	0	2	4
Windsor	0	0	0	0	1	0	2	3
Woodlawn	0	0	0	0	1	0	1	2
Wright	0	0	0	0	1	0	1	2
Totals	2	14	14	14	43	6	83	176

Appendix 3–b
Kindergarten Sessions and Teachers

School	Half–Day Kindergarten	Full–Day Kindergarten	Voluntary Transfer Program	Kindergarten Teachers
Adams	1	0	1	2.5
Brooks	2	0	0	1.0
Cattell	3	0	0	1.5
Cowles	1	0	0	0.5
Douglas	4	0	0	2.0
Downtown School	0	1	0	3.0
Edmunds	2	0	1	2.0
Findley	1	0	1	1.0
Garton	3	0	0	1.5
Granger	3	0	0	1.5
Greenwood	3	0	0	1.5
Hanawalt	3	0	0	1.5
Hillis	3	0	0	1.5
Howe	3	0	0	1.5
Hubbell	2	0	1	2.0
Jackson	4	0	0	2.0
Jefferson	4	0	0	2.0
King	4	0	1	3.0
Longfellow	8	0	0	8.0
Lovejoy	2	0	1	2.0
Lucas	0	2	0	2.0
Madison	2	0	1	2.0
Mann	2	0	0	1.0
Mckee	2	0	1	2.0
Mckinley	0	2	0	2.0
Mitchell	2	0	0	1.0
Monroe	0	0	0	0.0
Moore	2	0	2	3.0
Moulton	0	3	0	3.0
Oak Park	2	1	0	2.0
Park Avenue	4	0	1	3.0
Perkins	0	0	0	0.0
Phillips	2	0	1	2.0
Pleasant Hill	2	0	0	1.0
Rice	5	0	0	2.5
Samuelson	0	0	1	1.0
Smouse	0	0	0	0.0
Stowe	3	0	0	1.5
Studebaker	4	0	0	2.0
Wallace	2	0	0	1.0
Watrous	2	0	0	1.0
Willard	3	0	0	1.5
Windsor	2	0	1	2.0
Woodlawn	2	0	0	1.0
Wright	2	0	0	1.0
Totals	101	9	14	80.0

Appendix 4
Early Childhood Policies, Standards, and Regulations

- State of Iowa Standards (July, 1989) 12.5 (2) Kindergarten program
- Head Start Performance Standards-45-CFR-1304
- Head Start Performance Standards-45-CFR-1308
- Individuals With Disabilities Education Act (IDEA)
- Section 504 of the Rehabilitation Act
- Iowa Department of Human Services Child Day Care Centers and Preschools Licensing Standards and Procedures
- Department of Agriculture-Food and Nutrition Service, Amendment No. 17
- Des Moines Public Schools Policies and Procedures
- Drake University
- PL 99-457, the Education of the Handicapped Act Amendments of 1986 (IDEA)
- Iowa Code
- Iowa Rules of Special Education
- Iowa Criteria for Preschool Handicapped
- Amendments to the Head Start Act (PL 101-501)
  ACYF IM 93-13 (4/5/93)
- 45 CFR 1301: Head Start Grants Administration
  ACYF IM 92-19 (10/20/92)
- 45 CFR 1302: Head Start Grantee Selection
  ACYF M 92-19 (10/20/92)
- 45 CFR 1303: Head Start Appeals
  ACYF IM 93-07 (3/9/93)
- 45 CFR 1304: Head Start Performance Standards
  Amended by new 1306 and new 1308
- 45 CFR 1305: Eligibility, Recruitment, Selection, Enrollment
  ACYF IM 92-20 (11/25/92)
- 45 CFR 1306: Program and Staffing Options
  ACYF IM 93-01 (1/4/93)
- 45 CFR 1307: (PCC Performance Standards) in process
- 45 CFR 1308: Disabilities Services
  ACYF IM 93-06 (2/17/93)
- 45 CFR 1309: (Head Start Facility Purchases) in process
- 45 CFR 1310: (Head Start Transportation/Vehicles) in process

Appendix 5

Ethnicity of Children Attending Early Childhood Programs by Percent

1992-93 Program Year

Ethnic Group	Percent of Students in Preschool	Percent of Students in ECSE	Percent of Students in Head Start
American Indian or Alaskan Native	.5%	.3%	.7 %
Asian or Pacific Islander	2.0%	2.1%	3.8 %
African American	4.5%	19.7%	27.2 %
Hispanic	1.0%	3.2%	5.3 %
White	92.0%	74.7%	63.0 %